

WEST LEE ELEMENTARY

55 West Lee School Road
Rembert, SC 29128

GRADES PK-6 Elementary School

ENROLLMENT 220 Students

PRINCIPAL Sharon Griggs 803-428-3147

SUPERINTENDENT Dr. Willie Townes 803-484-5327

BOARD CHAIR Mrs. Queenie Boyd 803-486-6326

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	59	36	2

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

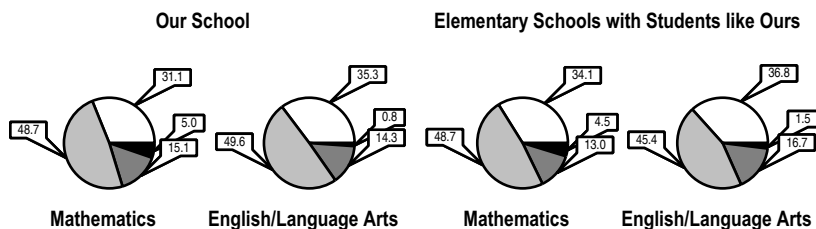
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Good	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	49	18
Percent satisfied with learning environment	80.0%	64.6%	72.2%
Percent satisfied with social and physical environment	61.5%	63.3%	68.8%
Percent satisfied with home-school relations	52.0%	85.7%	70.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	153	100.0	35.3	49.6	14.3	0.8	15.1	17.6
Gender								
Male	83	100.0	44.6	43.1	10.8	1.5	12.3	17.6
Female	70	100.0	24.1	57.4	18.5	N/A	18.5	17.6
Racial/Ethnic Group								
White	14	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	136	100.0	35.5	50.9	12.7	0.9	13.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	131	100.0	35.6	46.5	16.8	1.0	17.8	17.6
Disabled	22	100.0	33.3	66.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	153	100.0	35.6	49.2	14.4	0.8	15.3	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	152	100.0	35.6	49.2	14.4	0.8	15.3	17.6
Socio-Economic Status								
Subsidized meals	135	100.0	36.2	51.4	12.4	N/A	12.4	17.6
Full-pay meals	18	100.0	28.6	35.7	28.6	7.1	35.7	17.6

Mathematics								
All students	153	100.0	31.1	48.7	15.1	5.0	20.2	15.5
Gender								
Male	83	100.0	32.3	50.8	13.8	3.1	16.9	15.5
Female	70	100.0	29.6	46.3	16.7	7.4	24.1	15.5
Racial/Ethnic Group								
White	14	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	136	100.0	31.8	50.0	14.5	3.6	18.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	131	100.0	28.7	47.5	17.8	5.9	23.8	15.5
Disabled	22	100.0	44.4	55.6	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	153	100.0	31.4	49.2	14.4	5.1	19.5	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	152	100.0	31.4	48.3	15.3	5.1	20.3	15.5
Socio-Economic Status								
Subsidized meals	135	100.0	33.3	48.6	13.3	4.8	18.1	15.5
Full-pay meals	18	100.0	14.3	50.0	28.6	7.1	35.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	23	N/A	34.8	47.8	17.4	N/A	17.4
	Grade 4	37	N/A	51.4	40.5	8.1	N/A	8.1
	Grade 5	49	N/A	40.8	49.0	10.2	N/A	10.2
	Grade 6	29	N/A	20.7	37.9	37.9	3.4	41.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	25	100.0	29.2	58.3	12.5	N/A	12.5
	Grade 4	31	100.0	34.8	60.9	4.3	N/A	4.3
	Grade 5	40	100.0	42.3	42.3	15.4	N/A	15.4
	Grade 6	57	100.0	34.8	43.5	19.6	2.2	21.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	23	N/A	43.5	47.8	8.7	N/A	8.7
	Grade 4	37	N/A	45.9	37.8	10.8	5.4	16.2
	Grade 5	49	N/A	49.0	32.7	10.2	8.2	18.4
	Grade 6	29	N/A	37.9	41.4	13.8	6.9	20.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	25	100.0	45.8	50.0	4.2	N/A	4.2
	Grade 4	31	100.0	21.7	56.5	21.7	N/A	21.7
	Grade 5	40	100.0	42.3	50.0	3.8	3.8	7.7
	Grade 6	57	100.0	21.7	43.5	23.9	10.9	34.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 220)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.6%	Up from 2.7%	3.4%	2.4%
Attendance rate	94.8%	Down from 96.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	2.5%	Down from 4.0%	6.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.4%	Down from 5.3%	8.4%	8.0%
Older than usual for grade	2.3%	Down from 2.6%	2.8%	1.1%
Suspended or expelled	0.9%	Up from 0.0%	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	52.4%	Up from 41.7%	46.8%	50.0%
Continuing contract teachers	81.0%	Up from 62.5%	80.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	73.7%	Down from 76.7%	82.3%	86.2%
Teacher attendance rate	95.2%	Down from 96.6%	94.4%	95.3%
Average teacher salary	\$35,846	Down 1.6%	\$39,095	\$39,909
Prof. development days/teacher	15.4 days	Up from 10.4 days	12.7 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio	14.3 to 1	Up from 3.3 to 1	17.3 to 1	18.9 to 1
Prime instructional time	87.0%	Down from 89.8%	88.0%	89.7%
Dollars spent per pupil*	\$8,013	Up 3.1%	\$6,191	\$5,892
Percent spent on teacher salaries*	71.0%	Up from 67.5%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	83.3%	Down from 84.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

TEAM: Together Everyone Achieves More! This could not be a more appropriate way to describe what occurred at West Lee Elementary School last year. The successes and academic achievements realized at our school can be attributed to the efforts put forth by our very hard working and involved volunteers, parents, students, and staff members. We certainly made it a TEAM effort!

We had some activities during our 2002-2003 school year that are worth highlighting. We received the Silver Award from the State Department of Education for gains made in student achievement. We received an absolute rating of average and an improvement rating of good on our 2002 report card. Veronica McDaniel was selected as our 2003 Teacher of the Year. The school district began our building project that will add an early childhood wing, an office area, and a science lab to our building. Through our SC READS grant, several benefits occurred. We began an adult education program at our site. We expanded the number of books in the library as well as in classroom libraries. We provided staff development in best practices. Last, but not least, we further heightened our emphasis on reading.

We are looking forward to another successful year at West Lee Elementary School. We are striving to provide all of our students with a quality education that will allow them to succeed in life. Let me share a few of the activities we are looking forward to for this year. We will continue school level staff development in best practices. We will be moving into the new wing of our school. We will continue to expand on our library collection and our classroom libraries. We will continue our Family Literacy Program. In addition to reading, we will be placing a heavier emphasis on writing.

I am proud to be the principal at West Lee Elementary School. With each passing year our school is showing improvement. We are by no means where we want to be. We are, however, moving in the right direction. Your continued support of our school and involvement in your child's education is appreciated.

With the fine personnel, students, parents, and volunteers we have at West Lee, we will reach our goals. "Hand in Hand, Together We Can!"

Thanks for all you do.

Sharon Griggs
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.